

The Complete School Leader's Guide to PBIS

7 Components for Transforming School Behavior

Why This Checklist Matters

Student behavior and safety consistently rank as the #1 concern among educators today. While there are no quick fixes, research shows that a well-implemented PBIS framework can dramatically improve school climate, reduce disciplinary incidents, and increase instructional time.

This checklist guides you through the seven essential components of successful PBIS implementation. Each section provides clear, actionable items to help you assess your current status and identify next steps for improvement.

Our Core Beliefs:

- Students and staff need to work together in a safe and caring environment
- Behavioral intervention and academic intervention are equally important
- Prevention is the key in establishing productive learning environments
- Educators need tools and strategies that provide the biggest impact

Use this checklist to guide your implementation, track your progress, and ensure no critical elements are overlooked.



Overview

The 7 Critical Components within a PBIS Framework

- ✓ **Teaming**
- ✓ **Developing Clear School-Wide Expectations**
- ✓ **Teaching Behavior Expectations
Across Settings**
- ✓ **Encouraging and Acknowledging Expectations**
- ✓ **Discouraging Problem Behavior**
- ✓ **Data-Based Problem Solving**
- ✓ **Culturally Responsive Practices**





Teaming

We work better together

"Look Fors"

- ☐ PBIS Team is comprised of a school administrator and educators who can provide behavioral support, coaching support, knowledge of student academic and behavior patterns as well as knowledge about common areas of the school
- ☐ PBIS Team meets on a regular basis; has a regular meeting format; defined participant roles and has a current action plan
- ☐ PBIS team communicates routinely with all school staff
- ☐ PBIS teams uses school wide data to identify target areas for school improvement
- ☐ PBIS teams use a problem-solving approach to address school-wide concerns





Developing Clear School-Wide Expectations

"Students can hit any target that they can see and will sit still for them" -Stiggins

"Look Fors"

- ☐ School has developed 3-5 positively stated, developmentally appropriate, school-wide behavioral expectations that apply to all staff and students (2-3 expectations for early childhood)
- ☐ Teaching matrix/common area policy is developed that defines school-wide behavioral expectations for identified locations with positively stated observable behavior examples
- ☐ Setting specific location posters/signage are developed, positively stated & visibly posted at eye level around the school
- ☐ Classroom behavior management model/approach is adopted for general consistency and compliments school-wide expectations
- ☐ Active/systematic supervision is taught and reviewed to ALL staff



Teaching Behavior Expectations Across Settings

We must explicitly teach students the behavior(s) we want to see

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- ☐ Teaching scripts/lesson plans are developed across classroom and school settings/locations
- ☐ A schedule is developed to share matrix/common area policy and teaching scripts with all building staff and training/resources are provided
- ☐ Lessons are taught/retaught directly to ALL students in classrooms and school settings/locations
- ☐ Social/emotional learning for students with "lagging skills" are addressed through Social Academic Instructional Groups (SAIG)





Encouraging and Acknowledging Expectations

Reinforcing and acknowledging positive behavior
is a better use of our time

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- ☐ Student connections with staff are established
- ☐ A formal system for acknowledging appropriate behavior is in place, linked to school-wide expectations and used across all settings
- ☐ School-wide acknowledgement guidelines and procedures are shared with all building staff and training/resources are provided
- ☐ There are a variety of methods used to acknowledge students and staff (e.g. non-contingent, contingent attention, 3:1 ratio, recognition, social activities, tangible reinforcer, etc.)





Discouraging Problem Behavior

An instructional approach to correction helps in reducing future occurrences of misbehavior

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- ☐ Clear, written expectations regarding Level 1 & level 2 offences (classroom/staff managed) and level 3 (office-managed) have been identified, agreed upon and defined
- ☐ All staff members are trained on proactive and instructional response strategies for level 1, 2 and 3 offences



Data-Based Problem-Solving

The use of data-based problem-solving to make educational decisions is a critical element of PBIS implementation.

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- ☐ Data based problem solving across content areas, grade levels and tiers
- ☐ Behavioral data is readily available through surveys, observations, office referrals, etc.
- ☐ Team reviews data at least monthly for decision-making.
- ☐ If data the team reviews indicates an academic or problem behavior, an action plan is developed (add action items to current action plan) to enhance or modify Tier 1 supports).
- ☐ Red flags and benchmarks are agreed upon to identify students who may need more intensive supports



Culturally Responsiveness Practices

Each and every student is valued, understood, and has a sense of belonging in a system of teaching and learning

"Look Fors"

- ☐ School-wide and classroom expectations/agreements reflect the values and norms of students, families/caregivers, and communities
- ☐ Professional learning for staff is available to learn about and understand their own cultural backgrounds and personal biases
- ☐ Acknowledgement and feedback on students' prosocial behavior is meaningfully
- ☐ Responses to problem behavior is instructional instead of punitive

Ready to Strengthen Your Implementation?

Having a checklist is just the first step. Behavior in Schools can help you:

- Assess your current implementation
- Identify key areas for improvement
- Develop actionable strategies
- Provide ongoing support and coaching

By continually investing in behavior professional development, your school demonstrates its commitment to meeting the evolving needs of students and staff, ensuring that even schools already doing great things can achieve greater outcomes for their communities.

We want to really get to know you, your school and all your educators and how we can make it better each school year.

Contact us for a free consultation: info@BehaviorInSchools.com



About the Author

Hi, I'm Tom Stacho, Ed.S. I am an educational consultant and trainer with www.BehaviorInSchools.com and I specialize in supporting schools and districts with Positive Behavioral Interventions and Supports (PBIS)

For over 30 years, I've been in the education field working as a teacher with students who have behavior disorders, as a school psychologist in a large urban district and as an administrator coordinating school improvement, specifically with the PBIS framework.

